

# Reading First Observation Walkthrough Draft

**Goal:** Create a walkthrough instrument that will aid administrators and coaches in gathering data for the Reading First initiative.

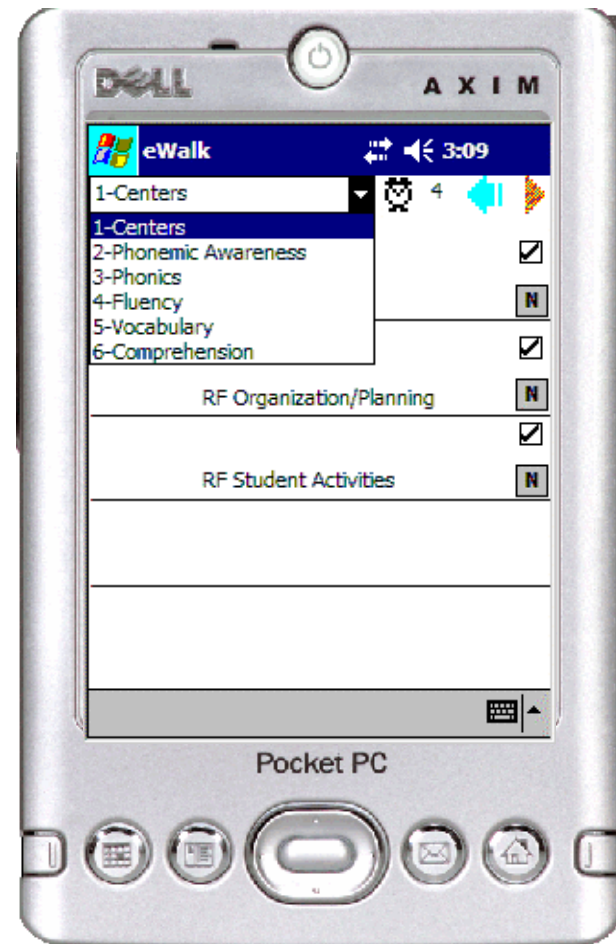
**Philosophy:** This combines the existing paper walkthrough with elements to address the five components of reading.



# Reading First Observation Walkthrough Draft

**Overview:** The Reading First Observation walkthrough is 6 pages long.

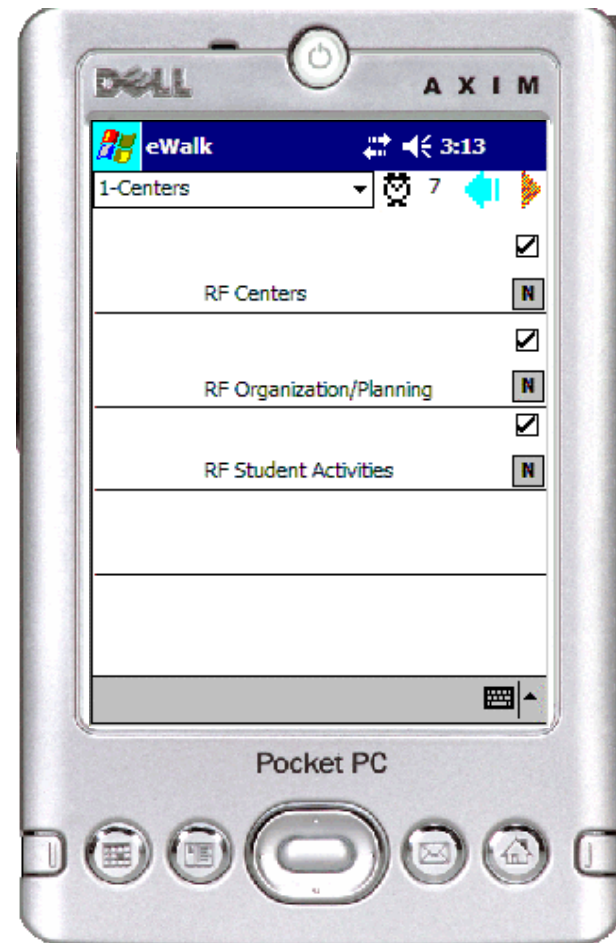
The first page gathers observations on centers while the remaining pages gather data on the five components of reading. This draft includes a fluency counter that is still under development.



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**Opening page:** The first page of the walkthrough allows examination of Reading First centers

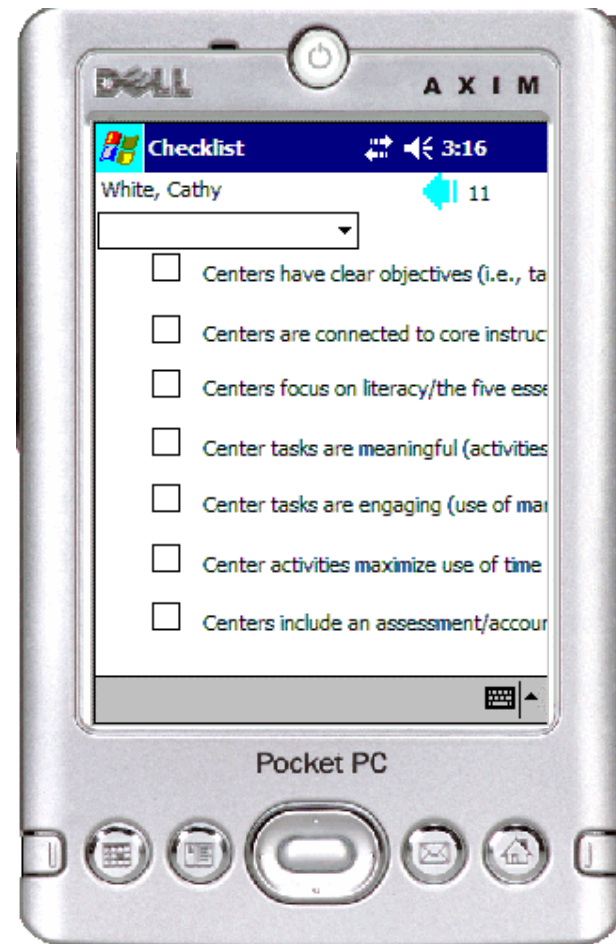
- RF Centers
- RF Organization/Planning
- RF Student Activities



# Reading First Observation Walkthrough Draft

## RF Centers

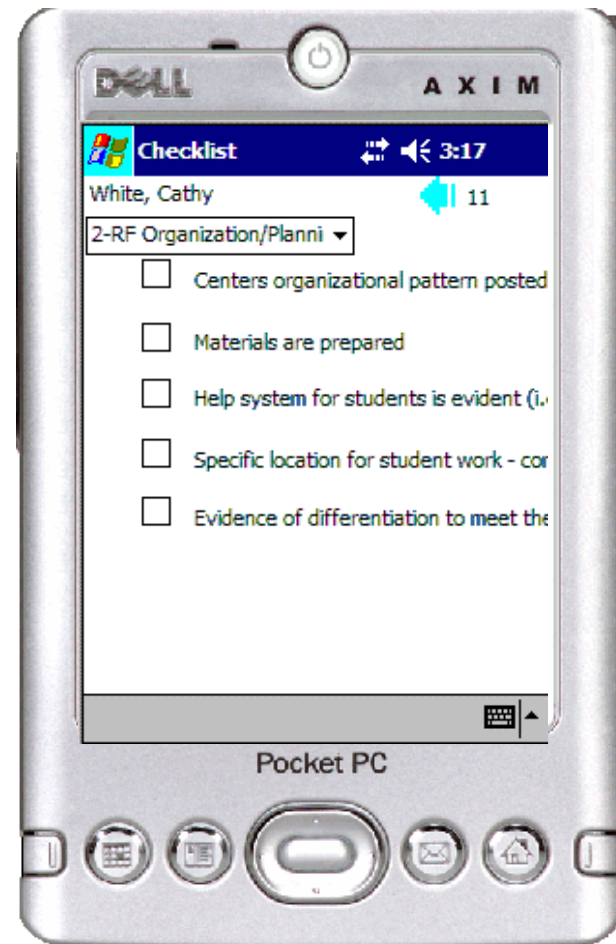
- Centers have clear objectives (i.e. task cards posted)
- Centers are connected to core instruction (skills, strategies, text)
- Centers focus on literacy/the five essential components of reading
- Center tasks are meaningful (activities or tasks that require high level/critical thinking and application of previously taught material)
- Center activities maximize use of time/learning
- Centers include an assessment/ accountability component



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## **RF Organization/Planning**

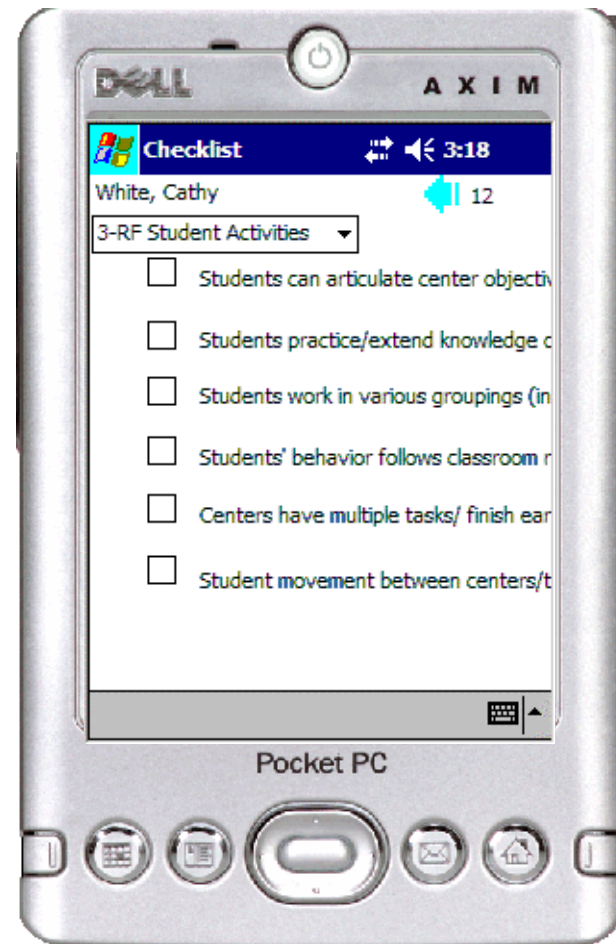
- Centers organizational pattern posted (work board, center chart, etc.)
- Materials are prepared
- Help system for students is evident (i.e. center captains, etc.)
- Specific location for student work – complete and incomplete (task folder, pocket folder, hanging folder, basket, etc.)
- Evidence of differentiation to meet the needs of a variety of learners.



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## RF Student Activities

- Students can articulate center objectives
- Students practice/extend knowledge of previously taught material
- Students work in various groupings (individual, partner, team, group)
- Students' behavior follows classroom rules/learner expectation
- Centers have multiple tasks/finish early activities where appropriate
- Student movement between centers/transitions are organized





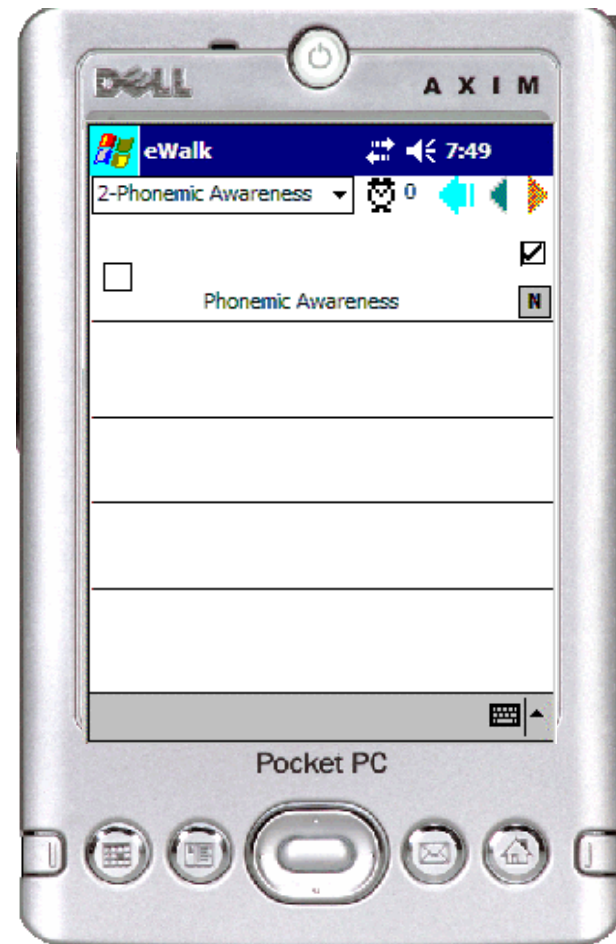
# Reading First Observation Walkthrough Draft

## **Page 2 – Phonemic Awareness**

This and subsequent pages address the five essential components of reading. Rather than go page to page, it is easier to go checklist to checklist.

Each checklist uses counters so you can see how much of each behavior occurs.

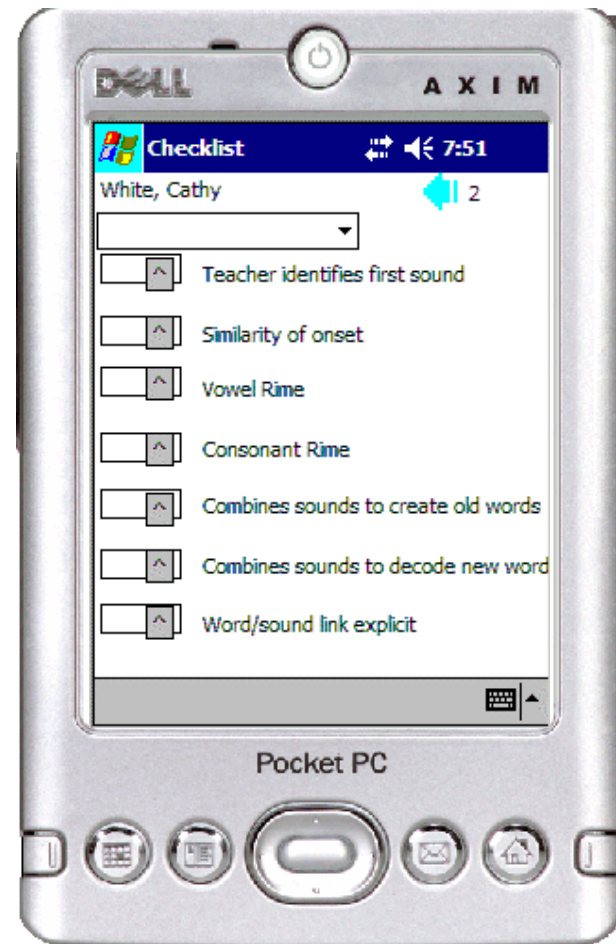
Since all the essential components will not be taught simultaneously, checkboxes allow you to specify which essential component was observed.



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## **Page 2 – Phonemic Awareness**

- Teacher identifies first sound
- Similarity of onset
- Vowel Rime
- Consonant Rime
- Combines sounds to create old words
- Combines sounds to decode new words
- Word/sound link explicit

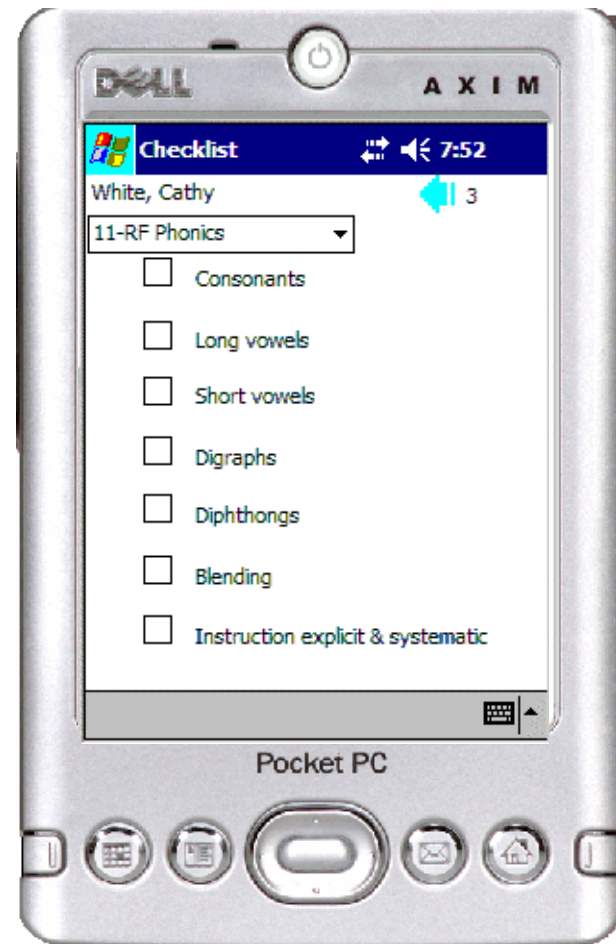




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## Page 3 - Phonics

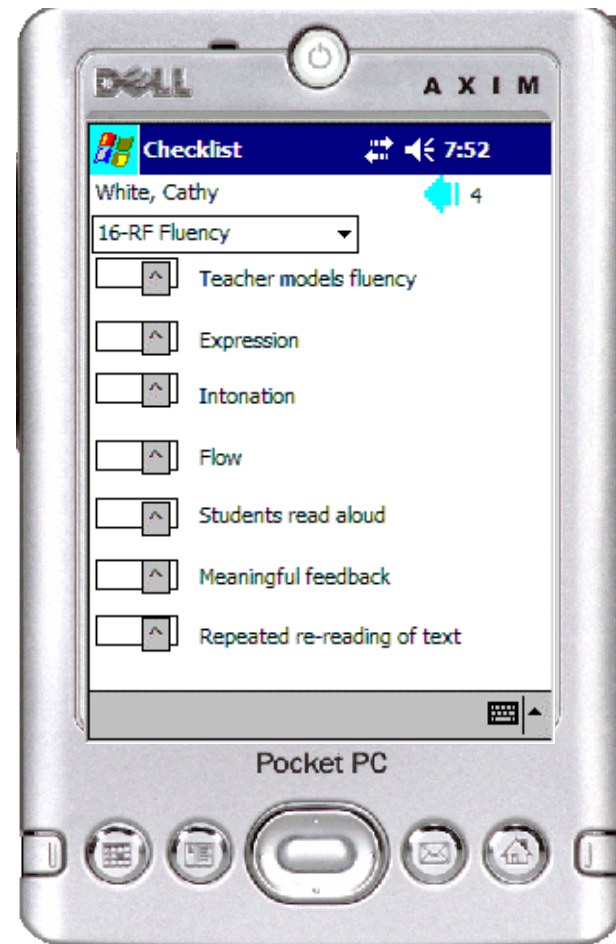
- Consonants
- Long vowels
- Short vowels
- Digraphs
- Diphthongs
- Blending
- Instruction explicit & systematic



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## Page 4 - Fluency

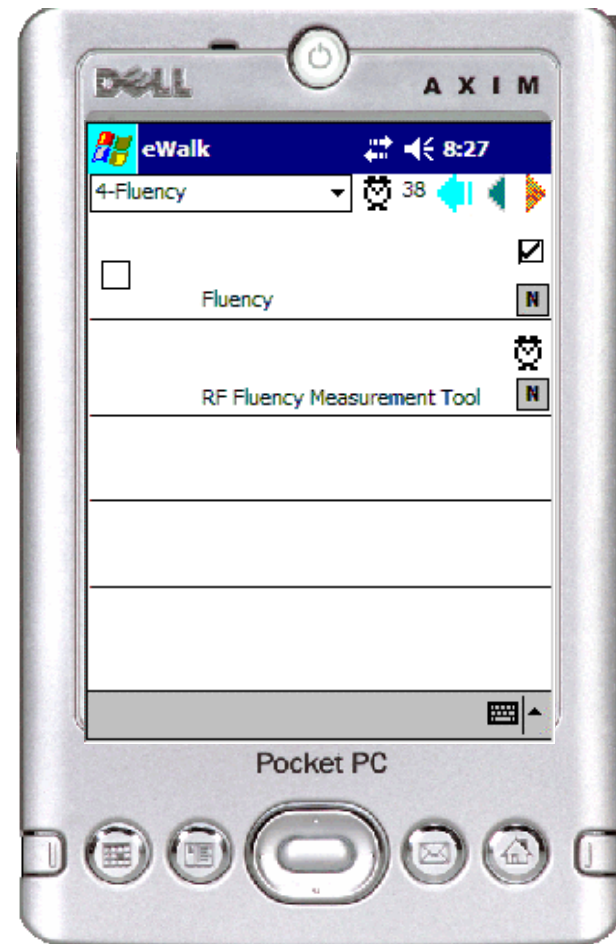
- Teacher models fluency
- Expression
- Intonation
- Flow
- Students read aloud
- Meaningful feedback
- Repeated re-reading of text



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## Fluency Measurement Tool

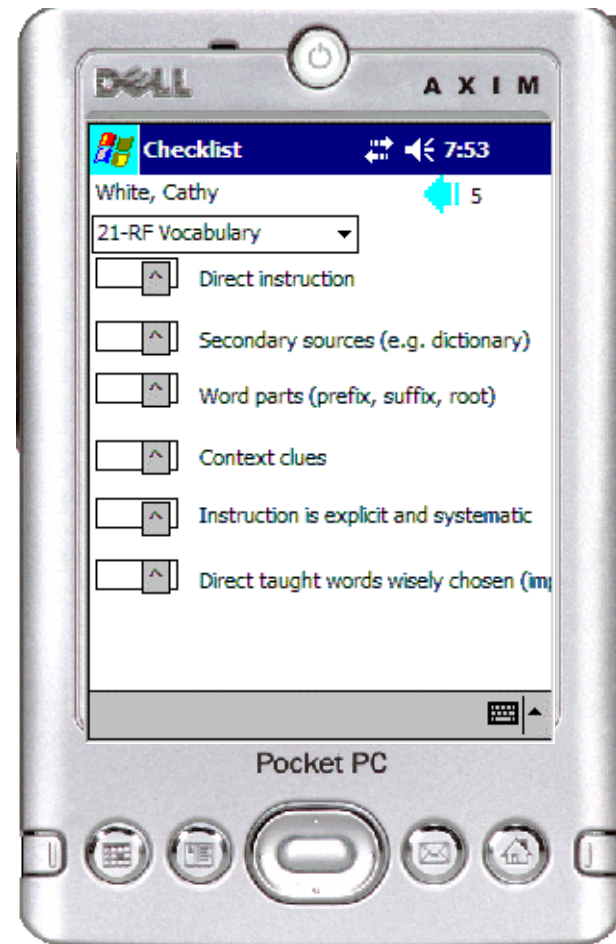
- Future versions of eWalk will include a tool which allows you to count the number of events in a period of time.
- This could be useful for measuring fluency in that you could count the number of errors a student makes in the time it takes to read a passage of text.



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## Page 5 - Vocabulary

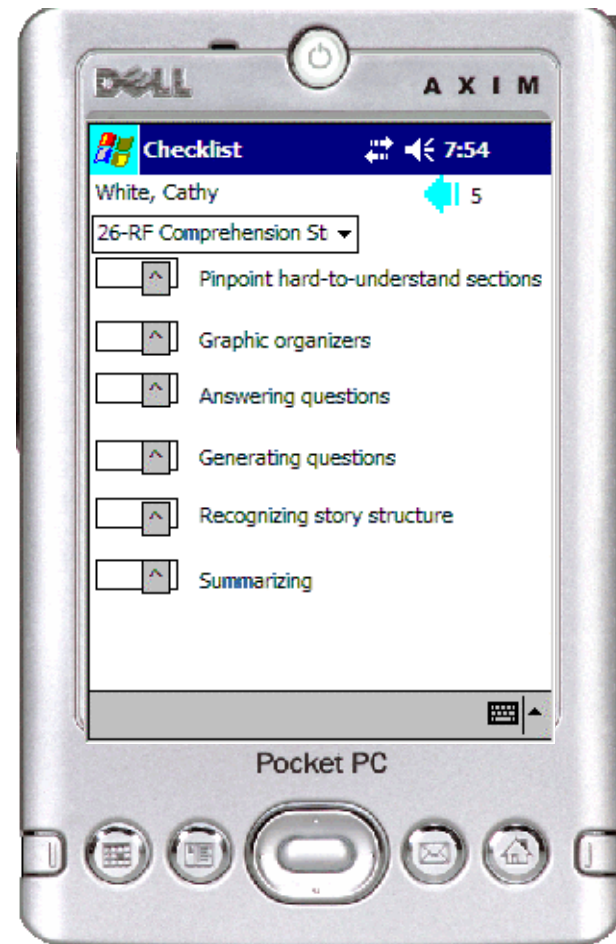
- Direct instruction
- Secondary sources (e.g. dictionary)
- Word parts (prefix, suffix, root)
- Context clues
- Instruction explicit and systematic
- Direct taught words wisely chosen (important, useful, or difficult words)



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## Page 6 – Comprehension Strategies

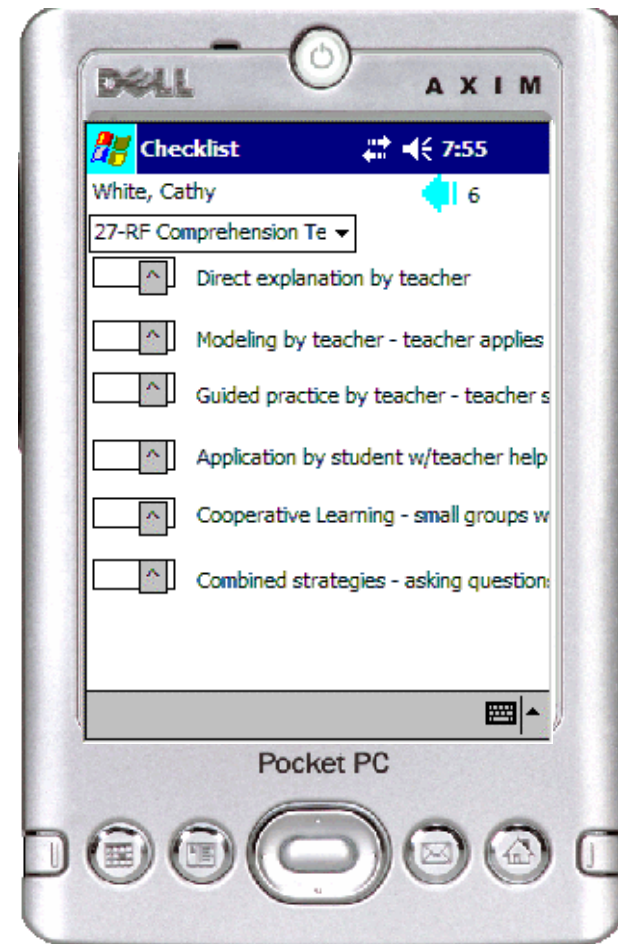
- Pinpoint hard-to-understand sections
- Graphic organizers
- Answering questions
- Generating questions
- Recognizing story structure
- Summarizing



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## Page 7 – Comprehension Teaching

- Direct explanation by teacher
- Modeling by teacher – teacher applies a comprehension strategy to a text.
- Guided practice by teacher – teacher steps through a strategy with the help of students.
- Application by student w/teacher help – teacher assigns a strategy then circulates supplying feedback
- Cooperative learning – small groups where students help each other learn and apply comprehension strategies
- Combined strategies – asking questions, summarizing, clarifying words or sentences, predicting what will happen





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-If you think this will be a useful tool for you, or if you have suggestions for improving it, please contact the KDE/OLSI Professional Development Branch at (502) 564-4201

